The contract documents include the Contractor's proposal dated July 13, 2015; and clarifications and negotiated modifications to the proposal agreed to on September 18, 2015, September 14, 2015, August 20, 2015, and July 13, 2015.

## September 18, 2015:

| From: | Keri Stafford-Schwartz <Keri.Stafford-Schwartz@cambiumlearning.com> | Sent: Fri 9/18/2015 5:30 PM |
|---|---|---|
| To: | Williams, Marie (DOE) | |
| Cc: | Amy Otis | |
| Subject: | RE: Request for Improved Pricing RE: doe-pdo-2015-11 - | |
| Message | VA_DOE_RFP_DOE-PDO-2015-11_PD_Options_for_VPI_Plus_Early_Learning_Providers_09_18_15.doc | |

Hi, Marie-

Again, thank you so much for clarifying the pricing. We appreciate your patience! Attachment E is the only page changed in this version, we have revised this as requested.

**KERI STAFFORD-SCHWARTZ**
*Proposal Development Manager*
Voyager Sopris Learning

**O**: 800-547-6747 ext 144
**F**: 888-819-7767

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Commonwealth of Virginia Department of Education
RFP #DOE-PDO-2015-11
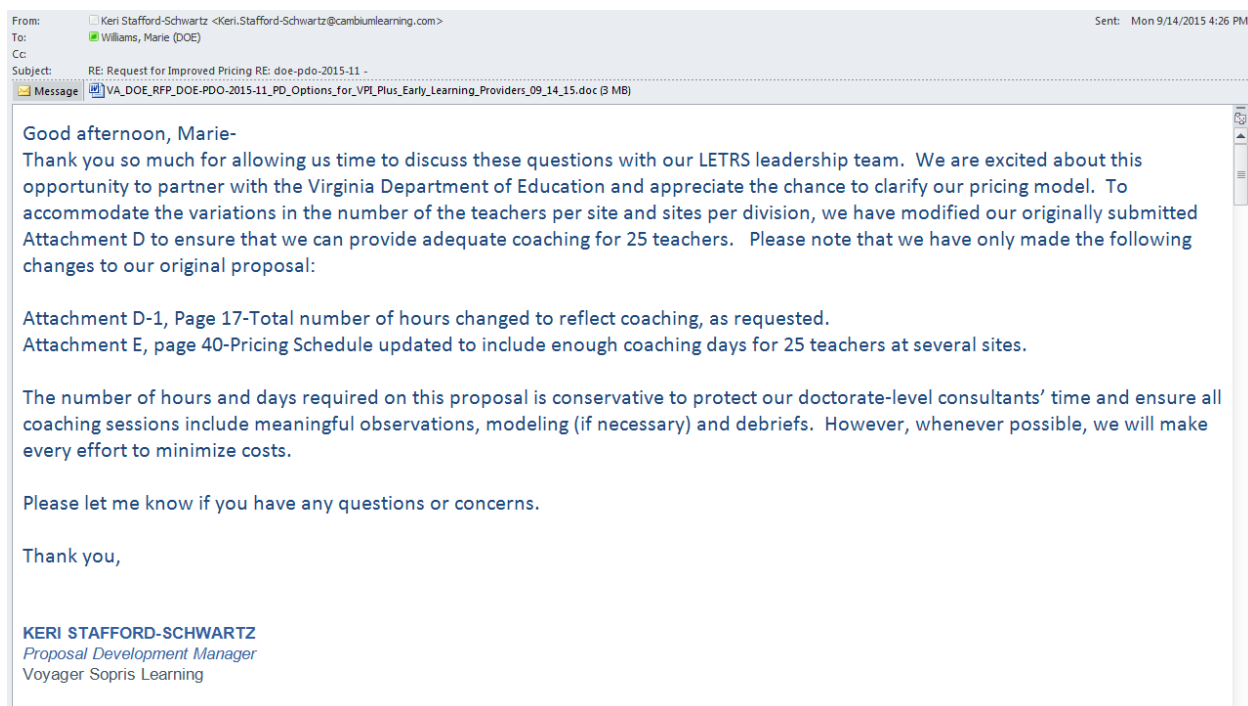*Professional Development Options for VPI+ Early Learning Providers*
Attachment E

**Table I. Complete this Table for all professional development to be delivered face-to-face (in-person):**

| Name of Professional Development Offering | Professional Development Category (categories) a – o as indicated on the applicable Attachment D | Total Cost for 25 participants | Length of Delivery (in Hours) as indicated on Attachment D, #4. | Per Hour Price |
|---|---|---|---|---|
| *LETRS for Early Childhood Educators Professional Development and Coaching* | c | $190,236.12* | 36 hours per teacher | $5,284.34** |

*This price includes the *LETRS for Early Childhood Educators* 3-day professional development and books for 25 teachers and all shipping charges (10%). This price is based on 6 hours of professional development per day. It also includes the cost of 60 days of 1-on-1 coaching following the initial three-day session. Our coaches can work with up to 5 teachers/classrooms per day, across 2 or 3 sites (buildings) per day if they are in close proximity. A minimum of 90 minutes is recommended for each teacher/classroom coaching session.

**This price is based on our cost for 25 participants, divided by 36 hours per teacher (as required by the State of Virginia's evaluation process), but we are actually providing a total of 378 hours for a group of 25 teachers. Every teacher gets 36 hours, but our company is providing 378 hours for $190,236.12 (several of these hours are 1-on-1 coaching sessions and don't involve all 25 teachers).

## September 14, 2015:

Good afternoon, Marie-
Thank you so much for allowing us time to discuss these questions with our LETRS leadership team. We are excited about this opportunity to partner with the Virginia Department of Education and appreciate the chance to clarify our pricing model. To accommodate the variations in the number of the teachers per site and sites per division, we have modified our originally submitted Attachment D to ensure that we can provide adequate coaching for 25 teachers. Please note that we have only made the following changes to our original proposal:

Attachment D-1, Page 17-Total number of hours changed to reflect coaching, as requested.
Attachment E, page 40-Pricing Schedule updated to include enough coaching days for 25 teachers at several sites.

The number of hours and days required on this proposal is conservative to protect our doctorate-level consultants' time and ensure all coaching sessions include meaningful observations, modeling (if necessary) and debriefs. However, whenever possible, we will make every effort to minimize costs.

Please let me know if you have any questions or concerns.

Thank you,

**KERI STAFFORD-SCHWARTZ**
*Proposal Development Manager*
Voyager Sopris Learning

## Attachment D-I

Complete and include a separate Attachment D for <u>each</u> Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after "Attachment D." If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be

delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header.  For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

### Name of Professional Development Offering

*Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators*

### Brief (15 to 20 Word) Description

*LETRS for Early Childhood Educators* is research-based professional development for educators responsible for improving prekindergarten instruction in the prerequisite skills needed for literacy.

1. What method will you use to deliver the professional development?  Indicate <u>one and only one</u> delivery method set out below as (I, II, III, or IV) per separate Attachment D.  (Also see Attachment E, Pricing Schedule.)  Indicate the delivery method I – IV to the right of "Attachment D" in the header above.
      Select one and only one:

   ☒ I.    In-person (face-to-face)

   ☐ II.   Online interactive (e.g., via Webinar)

   ☐ III.  Online NOT interactive (e.g. listen or read only)

   ☐ IV.  Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

Beyond the routines and lesson plans of adopted reading programs, it is important that educators understand the language structures they are teaching, how students learn to read and write, and the reasons some children struggle. *LETRS* gives teachers this knowledge while addressing each component of reading instruction appropriate for early childhood. Through *LETRS for Early Childhood Educators*, teachers and reading coaches gain a deeper understanding of language structure and how to help prekindergarten children develop the foundations for reading success and school readiness. *LETRS for Early Childhood Educators* respects reality: prekindergarten students have individual strengths and weaknesses that affect the ease and success with which they attain academic proficiency across varied subject matter, and teachers are often underprepared for the challenges of a diverse student population.

You <u>may</u> <u>also</u> select "Other."  (Also see Attachment E, Pricing Schedule.)  Professional development offerings using "other" delivery methods may or may not be included in any resulting contract.  Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

☐ IV.  Other

N/A

Table A.  **Check all that apply to this stand-alone product:**

| | | Professional Development Category |
|---|---|---|
| | a. | Quality of teacher-child interactions |
| | b. | Providing developmentally appropriate preschool learning environments |
| X | c. | Early literacy skills |
| | d. | Early mathematics skills |
| | e. | Early scientific development skills |
| | f. | Promoting preschool children's critical thinking, problem solving, and other executive functions |
| | g. | Promoting preschool children's social and emotional development |
| | h. | Instructional services and support for students with disabilities |
| | i. | Instructional services and support for English language learners |
| | j. | Behavior management techniques for diverse preschool children |
| | k. | Preschool classroom management techniques |
| | l. | Elementary school leadership development to support and strengthen early learning programs |
| | m. | Communicating with diverse parents of preschool children |
| | n. | Aligning early childhood education programs from birth through third grade or preschool to third grade |

| | Professional Development Category |
|---|---|
| | o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade |

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

   ☒ Language and literacy development;

   ☒ Cognition and general knowledge (including early mathematics and early scientific development);

   ☐ Approaches toward learning (including the utilization of the arts);

   ☐ Physical well-being and motor development (including adaptive skills); and

   ☐ Social and emotional development.

3. Who is your target audience? (Check all that apply.)

   ☒ Teachers

   ☒ Coaches

   ☒ Administrators

   ☒ Teacher Assistants

   ☐ Other service providers (specify here:_____)

   ☐ Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

   __36_ Total Hours for Delivery per teacher

   This time commitment is for the initial professional development days (18 hours) and twelve 1.5- hour sessions (18 hours) of coaching per teacher.

5. What are the goals and learning objectives of the professional development offering?

---

**EXAMPLES**

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

   __4__ Days

   __4__ Hours per day

   __16__ Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

   __2__ Days

   __8__ Hours per day

   _16__ Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer. .

   __10__ Total Hours

The ultimate outcome of *LETRS Early Childhood* is improved student performance through teachers and leaders who understand the critical factors in learning to read, why students struggle when learning to read, and how to effectively teach literacy so that all students experience success.

The following are the professional learning outcomes of *LETRS Early Childhood*:
1. Teachers will be able to identify how and why students struggle to learn.
2. Teachers will be able to identify and describe the skills that contribute to fluent, competent reading.
3. Teachers will be able to apply a set of best practice strategies in multi-tiered support systems.
4. Teachers will have a set of pedagogical strategies that they can use in classroom instruction.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives

Voyager Sopris Learning understands the essential need for clearly delineated methods of evaluating performance and assessing if student improvement outcomes are being achieved. While a host of factors will contribute to quantitative student improvement (e.g., student assessment scores and related student data), *LETRS* professional development can be gauged as a contributing factor (among many others) to student outcomes. The most accurate effectiveness measures available to gauge *LETRS* success in classrooms are qualitative measures (e.g., surveys, school walk-throughs, site visits, performance evaluations, and professional feedback). Job-embedded coaching activities provide the opportunity to assess and evaluate the professional development and teachers learning as it relates to the improvement of intentional instruction in the classroom. This required coaching includes meetings with leadership to identify goals and challenges; observation of classroom instruction; modeling of instruction as needed; review of data; review of training content and additional connections to classroom instruction; and clearly gauging achievement of goals and adjustment of expectations. Reports will be provided at the onset of coaching outlining the coaching plan, expectations, and goals; visit reports will follow each report; and a final report will re-cap the coaching plan, outcomes, and recommendations. In addition, checks for understanding are imbedded throughout the professional development to ensure all participants understand the concepts and their application in the classroom.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

The following table illustrates *LETRS for Early Childhood Educators'* alignment with the following indicators of high-quality professional development.

| Alignment with High-Quality Professional Development (as referenced in Section III, item 2 of RFP) | |
|---|---|
| Is appropriate for use in early childhood education settings, including public and private preschool programs, to facilitate teachers and others working with young children's successful use of developmentally appropriate content, pedagogy, and support. | *LETRS for Early Childhood Educators* provides essential literacy instruction that is underscored with engaging questions, problems, and activities that lead to real-world classroom applications in both public and private preschool programs. Through the depth and breadth of the content and pedagogical tactics of *LETRS for Early Childhood Educators*, teachers gain a comprehensive understanding of all the early childhood skills necessary that contribute to fluent, competent reading in the years following prekindergarten. *LETRS for Early Childhood Educators* accomplishes these goals by respecting the way teachers learn—through consideration of evidence from research; discussion of real classroom challenges and dilemmas; modeling of gradual release of responsibility (I do, We do, You do); and demonstration of explicit, systematic teaching activities across all essential components of literacy instruction. |
| Aligns with one or all, as applicable, of school, program, and state goals, including Virginia's preschool and elementary learning standards (Virginia's Foundation Blocks, Early Learning and the Kindergarten Standards of Learning, and/or Milestones for Child Development); Includes opportunities for active learning experiences. | See #6 below for alignments to *Virginia's Foundation Blocks for Early Learning – Virginia Standards for Literacy* and the *Milestones for Child Development*. Below these alignments, we briefly address how our Professional Development helps prepare teachers to prepare their students for success in the Kindergarten Standards of Learning. |
| Provides teachers with opportunities to collaborate. | *LETRS for Early Childhood Educators* provides ample time for teacher peer-to-peer collaboration and the building of professional learning communities. As teachers learn the foundations of literacy together, they collaborate on the infinite combinations of strategies for classroom implementation—as infinite as there are combinations of teachers in the trainings. Just as children benefit from peer-to-peer learning, our professional learning respects this need in teachers as well. There are vast opportunities throughout the trainings for whole class, small group, and partner work. All of our trainers are well-versed in best practice instruction, and they tailor trainings to meet the specific needs of their audience, meaning, they can spend more or less time in peer-to-peer collaboration, depending on the needs of the group. |
| Includes embedded follow-up and continuous feedback. | *LETRS for Early Childhood Educators* includes review and ends with a quiz that can be used to evaluate participants' learning. Additionally, the trainings come with a take-away workbook that facilitates checks for understanding and an additional way for trainers to monitor progress. The required coaching provide continual support as teachers take their learning and apply it to their classroom instruction. Please see #5 above for more information on coaching. |
| Improve and increase teachers' | As the entire purpose of *LETRS for Early Childhood Educators* is to |

| Alignment with High-Quality Professional Development (as referenced in Section III, item 2 of RFP) | |
|---|---|
| knowledge of the academic and essential domains of school readiness. | support teachers in learning the foundational underpinnings of literacy as it relates to early childhood literacy acquisition, there is not a chance that teachers can walk away from the trainings without having developed a deep and vast understanding of the essential domain of school readiness that relates to language and literacy development. Subcategories that are addressed by-proxy with language and literacy are approaches toward learning (including the utilization of the arts) as it relates to literacy acquisition; social and emotional development as it relates to approaches needed by the social and emotional well-being of children as they learn early literacy; and physical well-being and motor development (including adaptive skills), as it relates to literacy development. Since each of these readiness skills are integrated and all necessary, despite the fact that *LETRS for Early Childhood Educators* is specifically geared toward literacy development, all domains can be addressed in the trainings as they relate to literacy strategies. |
| Be sustained, intensive, and focused in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom. | The professional learning offers deep, intensive, and dense learning in how children learn to read, why some fail, and how to teach young children literacy as a result of educators' newfound understanding of how literacy works. Undoubtedly, early childhood educators have a profound and predictive effect on life after prekindergarten. *LETRS for Early Childhood Educators* ensures that no aspect of understanding how children learn to read is left behind and that strategies that work for each educator are developed during training and follow up coaching for sustained and lasting improvement in their classrooms. |
| Be structured on scientifically-based research demonstrated to facilitate child development and improve student academic achievement and development, or substantially increase teachers' knowledge and professional skills. | The content and teaching methods of *LETRS* have been developed by Louisa Moats, Ed. D, over many years, with input from participants, trainers, and independent reviewers. The content evolved first in graduate courses on reading, beginning with Moats' extension courses at Harvard University. Methods for teaching practicing teachers were then adapted and developed during the *National Institute of Child Health and Human Development (NICHD) Early Interventions Project* (Foorman & Moats, 2004; Moats & Foorman, 2003; Moats & Foorman, 2008), where, over four years, teachers in high-poverty, low-performing schools brought their students up to the national average in reading between kindergarten and fourth grade through intensive professional development that was later published as *LETRS*. For more details on the deep research foundations of the program, please see # 11 below. |
| Be delivered by individuals who have demonstrated qualifications and credentials in the focus area of the professional development. | The following are the minimum requirements and expectations for National *LETRS* Trainer candidates (also described in further detail in # 7 below). Trainers must have: <br>• A doctorate or be a doctoral candidate in reading, language, psychology, or a closely related discipline. <br>• Experience and success teaching adults. <br>• Strong foundations in literacy research and classroom application of scientific studies in reading. <br>• Skill and experience presenting. <br>• Excellent interpersonal and pragmatic skills. <br>• The ability to consider and to respond to questions and other requests in various settings. |

| Alignment with High-Quality Professional Development (as referenced in Section III, item 2 of RFP) | |
|---|---|
| | • The ability to interact positively with diverse individuals and groups. |
| Support the success of all learners including children with special needs and limited English proficiency. | Teachers will learn that students follow a typical progression of skill acquisition when learning to read. They will also learn how the development of oral language supports reading and writing acquisition. Students' printed word recognition abilities and their language comprehension and expression abilities will determine the instructional focus. This requires analysis and interpretation of screening assessments (TPRI, DIBELS, AIMSweb), observational surveys, rating scales, and diagnostic surveys of academic skills, and practice making grouping decisions based on data and instructional priorities. When teachers are knowledgeable they will use a decision-making framework for selection of assessment tools, use screening and diagnostic assessment to identify subgroups of students, and plan initial instruction based on data, use progress monitoring and benchmark testing to adjust instruction, rearrange groups, and align intervention, and when appropriate and/or necessary, understands when to use valid, reliable, and efficient assessments specific to EL students. |
| Provide training for teachers in the use of technology so that technology and applications are effectively used in the classroom to enhance the teaching and learning environment, and facilitate developmentally appropriate and effective teaching practices. | While there is not a heavy focus on technology in the training, a significant portion of the training has to do with assessment, and trainers can provide detail on the types of assessments out there that integrate with technology. See our answer below regarding the use of data and developmentally appropriate assessments to improve instruction. |
| Promote the use of data and developmentally appropriate assessments to improve instruction. | In support of the importance of assessment and data to ensuring all learners' needs are addressed, *LETRS for Early Childhood Educators* provides professional learning in "(a) the types of assessments that are available; (b) the purpose and importance of screening tests; and (c) the target indicator skills and behaviors that identify what children have learned, what they need to learn, and at what point they are in the literacy learning process" (p. 91). Assessment objectives for educators in the professional learning include the following:<br><br>• Ability to describe the varied purposes and importance of assessment<br>• Ability to describe the different types of assessments and their intended purpose<br>• Ability to describe language and early literacy behaviors that predict later literacy learning<br>• Ability to match assessment information to goals for early literacy instruction |
| Be reviewed for high quality and evaluated after completion to determine if the intended results were achieved. | Repeated from # 5 above: Voyager Sopris Learning understands the essential need for clearly delineated methods of evaluating performance and assessing if student improvement outcomes are being achieved. While a host of factors will contribute to quantitative student improvement (e.g., student assessment scores and related student data), *LETRS* professional development can be gauged as a contributing factor (among many others) to student outcomes. However, the most accurate effectiveness measures available to gauge *LETRS* success in classrooms |

| Alignment with High-Quality Professional Development (as referenced in Section III, item 2 of RFP) |
|---|

|  | are qualitative measures (e.g., surveys, school walk-throughs, site visits, performance evaluations, and professional feedback). Job-embedded coaching activities, provide the opportunity to assess and evaluate the professional development and teachers learning as it relates to the improvement of intentional instruction in the classroom. This required coaching includes meetings with leadership to identify goals and challenges; observation of classroom instruction; modeling of instruction as needed; review of data; review of training content and additional connections to classroom instruction; and clearly gauging achievement of goals and adjustment of expectations.  Reports will be provided at the onset of coaching outlining the coaching plan, expectations, and goals; visit reports will follow each report; and a final report will re-cap the coaching plan, outcomes, and recommendations. |
|---|---|

8. Describe qualifications of the individuals/staff who developed this offering.

To provide the highest quality of in-person professional development Voyager Sopris Learning recruits only the most qualified consultants to become instructors and presenters of *LETRS*. National *LETRS* Trainers are certified by Voyager Sopris Learning to conduct training anywhere in the United States, and to represent *LETRS* at conferences. National *LETRS* Trainers are also advisors on *LETRS* module development and revision.

Our group of National Trainers consists of a few experienced, knowledgeable, highly qualified professionals who are capable of conveying *LETRS* content to varied audiences. They are lifelong, committed students of research-based practices related to literacy acquisition, learner differences, and reading, writing, and language instruction. They have been successful in teaching both children and adults.

National *LETRS* Trainers are recruited for high-level assignments that include training of state education leaders, state and district professional development leaders, local reading specialists and coaches, and representatives from higher education who are responsible for educating teachers. National *LETRS* trainers develop local capacity to implement scientifically-based, comprehensive reading instruction.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

The following are the minimum requirements and expectations for National *LETRS* Trainer Candidates:
- Must hold a doctorate or be a doctoral candidate in reading, language, psychology, or a closely related discipline. (Exceptions are sometimes made to this rule for individuals with extensive knowledge of the field.)
- Must have experience and success in teaching adults.
- Must have strong foundations in literacy research and classroom application of scientific studies in reading.
- Must demonstrate their knowledge through an interview with the author.
- Must be skilled and experienced presenters.

- Must have excellent interpersonal and pragmatic skills.
- Must have the ability to consider and to respond to questions and other requests in various settings.
- Must have the ability to interact positively with diverse individuals and groups.

Beyond the qualifications and expectations of *LETRS* trainers, the development of a National Trainer requires the mutual commitment of the candidate and Voyager Sopris Learning. For certification, the National Trainer applicant must:

1. Send an application along with two letters of recommendation and a video tape demonstrating presentation skills.
2. Complete an interview with the author, or her designee.
3. Assist with delivery of an institute or training taught by a Mentor trainer.
4. If the candidate wishes, or if the Mentor and/or author advise doing so, assist with a second institute or training under the same conditions before going "solo."
5. Complete written examination, which asks the candidate to formulate responses to questions often asked at institutes.
6. Complete one or more solo institutes with positive evaluations (average of 4 on a 5 point scale, in addition to qualitative statements from participants).
7. Successfully demonstrate understanding of the concepts and research within *LETRS* using written exams, extensive discussion with the *LETRS* author, video of presentation of *LETRS* or similar material, or other methods as submitted and accepted.
8. Attend a *LETRS* National Trainer meeting a minimum of once per year to interact with other National Trainers at the annual *LETRS* Summit.
9. Formally renew commitment to be a *LETRS* trainer every year after an evaluation meeting with the author.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, Kindergarten *Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

As we are submitting *LETRS for Early Childhood Educators* in the *Early Literacy Skills* category, we have aligned to the following: Vir*ginia's Foundation Blocks for Early Learning – Virginia Standards for Literacy* and the *Milestones for Child Development*. Below these alignments, we briefly address how our Professional Development helps prepare teachers to prepare their students for success in the Kindergarten Standards of Learning.

As the purpose of *LETRS for Early Childhood Educators* is specifically geared toward helping educators learn how children develop the necessary literacy skills to be kindergarten-ready, the following alignments specifically describe how the professional learning teaches educators to understand how literacy is developed in young minds. It is with this understanding that educators are equipped to utilize their prekindergarten curricula appropriately.

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development Literacy | | |
|---|---|---|
| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | ***LETRS for Early Childhood Educators* Alignment** |
| **Block 1: Oral Language**<br>The child will develop listening and speaking skills by communicating experiences and ideas orally.<br><br>Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to, adults and peers. These opportunities must occur frequently throughout the day as children begin to read and write. | **Strand 1: Speaking and Listening**<br>Effective communication skills center on listening and speaking, including awareness of the social conventions of language usage, the ability to listen, to understand, and to follow verbal conversation. Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication. | In support of oral language's (including speaking and listening) connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides professional learning in "(a) the structures of oral language that provide the foundation for literacy; (b) the developmental sequences of how young children learn these structures; and (c) strategies that enhance oral language skills, including language-stimulation techniques, scaffolding, questioning strategies, and dialogic reading" (p. 19). Oral language objectives in the professional learning include the following: |
| a) Listen with increasing attention to spoken language, conversations, and texts read aloud. | **A1.** Respond to frequently heard sounds and words. | • Describe the structural components of oral language: (a) Phonology, (b) Semantics, (c) Morphology, (d) Syntax, and (e) Prosody |
| b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each. | **A2.** Use a variety of sounds and motions to communicate. | |
| c) Make predictions about what might happen in a story. | **A3.** Show increased understanding of gestures and words. | • Describe the stages of oral and written language development: |
| d) Use complete sentences to ask and answer questions about experiences or about what has been read. | **A4.** Use consistent sounds, gestures, and some words to communicate. |   o *Stage 1* (Oral: Prelexic; Written: Prelogographic);<br>  o *Stage 2* (Oral: Lexic; Written: Logographic or Prealphabetic); |
| e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information. | **A5.** Understand questions, some basic concepts, and simple directions. |   o *Stage 3* (Oral: Systemic Simplification; Written: Early Alphabetic); |
| f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive. | **A6.** Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. |   o *Stage 4* (Oral: Assembly; Written: Later Alphabetic) |
| g) Listen attentively to stories in a whole class setting. | **A7.** Build increased understanding of basic concepts and vocabulary. |   o *Stage 5* (Oral: Metaphonological; Written: Consolidated Alphabetic) |
| h) Follow simple one- and two-step oral directions. | **A8.** Demonstrate increased understanding of oral language through actions and responses to directions and questions. | • Compare the developmental stages 1−5 and characteristics of oral and written language |
| | **A9.** Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. | • Describe strategies that facilitate oral language in young children |
| | **A10.** Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. |   o Language-Stimulation Techniques<br>  o Scaffolding Strategies<br>  o Questioning Strategies |
| | **A11.** Develop increasing abilities to understand | |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development Literacy | | |
|---|---|---|
| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | ***LETRS for Early Childhood Educators* Alignment** |
| | and use language for a variety of purposes. | ○ Dialogic Storybook Reading |
| | **A12.** Enjoy hearing and creating humorous stories characterized by exaggeration. | Because our authors are aware that "the amount and kind of talk that adults use with young children are highly predictive of important educational outcomes," *LETRS for Early Childhood Educators* provides extensive support for educators in the development of strategies to facilitate listening and speaking in prekindergarten classrooms. The professional learning promotes the importance behind and the strategies to "provide direct opportunities for interaction during large-group activities (e.g., Circle time)…and less structured times (e.g., free play)." Based on the work of Justice (2004), the program discusses three types of interactions: (a) Child-oriented responses, which create and maintain a shared conversation (listening and speaking); (b) Interaction, which is responses that encourage children to talk; and (c) language-modeling, which are responses that consist of adult demonstrations of word meaning (vocabulary), structure (morphology and syntax) and how language is used. *LETRS for Early Childhood Educators* provides strategies for these types of responses to be used throughout the school day (p 40–41). |
| **Block 2: Vocabulary** The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary. The more children know about the world around them, the easier it is for them to express new information, ideas, and vocabulary to communicate this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills. | **Strand 4: Comprehension** Comprehension includes one's understanding of oral and written language and is heavily dependent upon word knowledge or vocabulary. Young children develop comprehension skills through shared interactions with text and their ability to make connections between books and their own personal experiences. | In support of vocabulary's connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides professional learning in word meaning and vocabulary development, also known as semantics. The program identifies the average acquisition rate of new words for young learners, how this rate occurs, and how to expose children to rich vocabulary experiences. The program also demonstrates the deep interconnection that vocabulary acquisition has with the other critical literacy strands (p. 27– |
| | **D1.** Focus attention on simple picture books. | |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development | | |
|---|---|---|
| **Literacy** | | |
| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | ***LETRS for Early Childhood Educators* Alignment** |
| a) Use size, shape, color, and spatial words to describe people, places, and things.<br>b) Listen with increasing understanding to conversations and directions.<br>c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas. | **D2.** Begin to recognize "favorite books" and repeatedly request to read them. | 28).<br>In support of the comprehension elements of the Early Learning Milestones that do not apply to Vocabulary and have largely to do with book and text awareness, please see Block 5, Strand 3 below. |
| | **D3.** Begin to interact with story through familiar hand motions and expression of emotions. | |
| | **D4.** Begin to recognize symbols for objects. | |
| d) Participate in a wide variety of active sensory experiences to build vocabulary. | **D5.** Show increased comprehension and response to stories read aloud. | |
| | **D6.** Recall specific characters or actions from familiar stories. | |
| | **D7.** Understand the meaning of some environmental print. | |
| | **D8.** Demonstrate understanding of basic plots of simple stories in a variety of ways. | |
| | **D9.** Begin to understand the connection between books and personal experiences. | |
| | **D10.** Understand the main idea of simple information. | |
| | **D11.** Use strategies such as questioning or predicting to comprehend printed material. | |
| | **D12.** Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. | |
| **Block 3: Phonological Awareness**<br>The child will manipulate the various units of speech sounds in words. | **Strand 2: Phonological Awareness and Alphabetic Knowledge** | In support of phonological awareness and alphabetic knowledge's connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides professional learning in "(a) the component skills of phonological awareness; (b) a general continuum of skill development; and (c) the expected ages at which these skills should be emerging" (p. 51). Phonological Awareness objectives in the professional learning include the following: |
| Phonological awareness is a broad term that includes phonemic awareness. Phonological awareness is highly predictive of a young child's success in beginning to read. It is the term used to describe a child's understanding that spoken words consist of sounds. Children who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at the word, syllable, and phoneme (individual sound) levels. Phonological awareness typically progresses in this developmental continuum: rhyming, alliteration, sentence blending and segmenting, syllable splitting [onset and rime], and phoneme | Early reading skills develop from hearing the different sounds of language and understanding how sounds of spoken language can be segmented, combined, and manipulated. Included are many skills, such as rhyming, alliteration, syllable blending and segmenting, and phoneme blending and segmenting. Children first learn to recognize and manipulate phonemes, the smallest units composing spoken language, and later, how to use letter-sound relationships to read or spell words, providing a strong foundation for lifelong literacy. | • Describe the component skills of phonological awareness and phonemic awareness: (a) ***rhyming***: match and produce word endings (rimes); (b) ***alliteration***: match and produce words with the same beginning sounds; (c) ***blending***: combine syllables and sounds to make words; |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development | | |
|---|---|---|
| Literacy | | |
| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | *LETRS for Early Childhood Educators* **Alignment** |
| blending, and segmenting. Research has proven that how quickly children learn to read often depends on how much phonological awareness they have prior to, and in conjunction with, formal reading instruction. | | and (d) *segmenting*: pull words apart into syllables and sounds (p. 53). <br>• Describe the sequences of development in the areas of *rhyming* (at what ages rhyming skills develop [ages 2– 5]), *alliteration* (recognition, matching, production), *blending* (at what ages blending skills develop [ages 3– 5]), and *segmenting* (syllables, onset-rimes, and phonemes) (p. 54–61). <br>• Describe the linguistic hierarchy of words and at what age each specific phonological skill (and its subset of skills) should develop (p. 65–66). <br>• Describe strategies that facilitate development of phonological awareness skills (e.g., guessing games, animal puppet activities, alliterative storybooks, calendar routines, "I Spy" games, "Grab Bag Surprise" game, and found picture games (p. 59, 63). |
| a) Identify words that rhyme and generate simple rhymes. | **B1.** Show enjoyment of the sounds and rhythms of language. | |
| b) Identify words within spoken sentences. | **B2.** Imitate vocalizations and sounds. | |
| c) Begin to produce consonant letter sounds in isolation. | **B3.** Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. | |
| d) Successfully detect beginning sounds in words. | **B3.** Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. | |
| e) Begin to isolate or produce syllables within multisyllable words. | **B5.** Create "jokes" with sounds, using nonsense combinations to explore phonemes. | |
| | **B6.** Begin to identify words that rhyme | |
| | **B7.** Show growing ability to discriminate and identify sounds. | |
| | **B8.** Identify matching sounds and produce original rhymes. | |
| | **B9.** Show growing ability to hear and discriminate separate syllables in words. | |
| | **B10.** Show growing awareness of beginning and ending sounds of words. | |
| | **B11.** Develop beginning awareness of alphabet letters. | |
| | **B12.** Recognize that sounds are associated with letters of the alphabet and that they form words. | |
| | **B13.** Understand that letters of the alphabet are a special category of visual graphics that can be individually named. | |
| | **B14.** Laugh at and create silly words while exploring phonology. | |
| **Block 4: Letter Knowledge and Early Word Recognition** <br> The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words. | N/A – see Print and Book Awareness in the following Strand. | In support of letter knowledge and early word recognition's connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides detailed instruction in concepts of print, including how children develop print awareness, ways to help them develop print awareness, |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development Literacy | | |
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| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | *LETRS for Early Childhood Educators* **Alignment** |
| Letter knowledge is an essential component to beginning reading and writing. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words. Classroom alphabets should be placed at the child's level of sight. | | alphabet knowledge that leads to the academic principle, how young children synthesize letters and words, and ways to help children learn their ABCs (p. 71–78). |
| a) Identify and name uppercase and lowercase letters in random order. | | |
| b) Identify the letter that represents a spoken sound. | | |
| c) Provide the most common sound for the majority of letters. | | |
| d) Begin to match uppercase and lowercase letters. | | |
| e) Read simple/familiar high-frequency words, including child's name. | | |
| f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles. | | |
| **Block 5: Print and Book Awareness** The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word. | **Strand 3: Print Awareness and Concepts** Print awareness includes one's construction of meaning from print and such skills as print convention, directionality, and the concepts of the word, the sentence, and punctuation. Print awareness also entails an understanding of the purposes of print and can be demonstrated by a child's ability to read familiar words on signs and logos. Embedded here is book knowledge and appreciation. | In support of print, print awareness, and book awareness' connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides support for educators in the following print awareness concepts: (a) recognizing print in the environment (i.e., the prealphabetic, or logographic, level of literacy development); (b) understanding that print carries meaning (i.e., recognizing pictures, print, and book features [front & back cover, etc.] while book-reading with adult guidance and instruction); (c) knowing that print is used for many purposes (i.e., multiple and varied exposure to many types of texts—books, magazines, newspapers—children learn the purposes for print); and (d) experiencing print through writing (i.e., children make the connection that they too can create print and convey meaning as others did in their a–c experiences) (p. 70–71). |
| The ability to match spoken words to print involves developing a child's concept of words. Instruction may include modeling how print is organized, pointing to words on a page as they are read, and having children "finger-point read" memorized text. Through daily experiences with reading and writing, young children develop their emerging concept of words. They learn that print conveys meaning and accompanying images or illustrations help them comprehend print. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children consistently explore books and engage with print. | | |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development Literacy | | |
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| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | ***LETRS for Early Childhood Educators* Alignment** |
| a) Identify the front and back covers of a book. | **C1.** Respond positively to book reading activities with adults. | |
| b) Identify the location of the title and title page of a book. | **C2.** Show some ability to handle books, with assistance. | |
| c) Identify where reading begins on a page (first word). | **C3.** Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). | |
| d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance. | **C4.** Relate pictures with real objects, events, and ideas (e.g., stories). | |
| e) Distinguish print from pictures. | **C5.** Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. | |
| f) Turn pages one at a time from the front to the back of a book. | **C6.** Show growing interest in reading-related activities. | |
| | **C7.** Show increased awareness of print concepts. | |
| | **C8.** Recognize a word as a unit of print that is formed by individual letters. | |
| | **C9.** Read some environmental print. | |
| **Block 6: Writing** The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences. | **Block 5: Early Writing** Early writing skills include drawing, scribbling, and invented spelling, skills which correlate with later writing skills and children's understanding of print concepts. Writing encompasses both the motor and cognitive elements of language and communication. | In support of writing's connection to literacy in prekindergarten, *LETRS for Early Childhood Educators* provides support for educators in learning how children become writers "from scribbles to letters" (p. 79). Stage 1, prealphabetic, is the first stage that typically occurs between ages 2–5 and includes scribbling, mock letters, and random letter strings. Stage 2, semiphonetic is the stage where children develop a beginning awareness of the connection between alphabet letters and the speech sounds that the letters represent. Stage 3, phonetic, is the stage typical of 1st and 2nd grade when children are taught the alphabetic principle and write words using close letter-sound correspondence. Stage 4, typical of second and third grade, students have a "just about correct" written understanding of alphabetic principle and the written structures of print. Stage 5 is the stage at which writing is orthographically and grammatically correct. Ages are dependent upon the |
| Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that words can be written. They begin to generate ideas about how written language works and explore its uses. Young children's attempts to write through scribbling, drawing, letter approximations, and phonetic spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing. | | |
| a) Distinguish print from images or illustrations. | **E1.** Begin to show interest in exploring writing tools. | |
| b) Demonstrate use of print to convey meaning. | **E2.** Experiment with grasp when using a variety of writing tools. | |

| Virginia's Foundation Blocks for Early Learning and Milestones of Child Development Literacy | | |
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| **Virginia Early Learning Standard** | **Virginia Early Learning Milestones of Child Development** | *LETRS for Early Childhood Educators* **Alignment** |
| c) Copy or write letters and numbers using various materials. | **E3.** Show increased interest in exploring writing tools. | complexity of the writing. Educators in the training see examples of different writing levels and are able to identify the developmentally appropriate level. This aspect of the training also spends a significant amount of time with educators in offering them tools to help their students understand the importance of print (p. 81−90). |
| d) Print first name independently. | **E4.** Use writing tools to make scribbles. | |
| e) Begin to use correct manuscript letter and number formation. | **E5.** Make purposeful marks on paper. | |
| f) Copy various words associated with people or objects within the child's environment. | **E6.** Use scribbles and unconventional shapes to convey messages. | |
| g) Use phonetically spelled words to convey messages or tell a story. | **E7.** Represent ideas and stories through pictures, dictation, and play. | |
| h) Understands that writing proceeds left to right and top to bottom. | **E8.** Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. | |
| | **E9.** Use letter-like shapes, symbols, and letters to convey meaning. | |
| | **E10.** Understand purposes for writing. | |
| | **E11.** Begin to use familiar words (e.g., mom, love,) in writing and drawing. | |

**Kindergarten Standards of Learning**

The goal of *LETRS for Early Childhood Educators* is to imbue educators with the knowledge necessary for them to succeed in teaching the foundational skills needed for children to succeed in Kindergarten. As such, our alignment is to the early learning standards above. As you will see above, however, we do discuss the continuum of literacy as it relates to what early learner educators will need to know in order to support their students in prekindergarten classrooms

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11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

No prerequisites are needed, but a space for the professional development sessions that fit the requisite number of attendees should be provided by the state/district.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

☒ No, but please see below for anecdotal evidence and an explanation of our deep research foundations.

☐ Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

*Anecdotal Evidence*
*LETRS* is used by many states and school districts across the country as the foundation and model for the professional development of classroom teachers, reading coaches, and literacy specialists. State-wide implementations include Arizona, Colorado, Louisiana, Maryland, Missouri, Pennsylvania, Washington, Tennessee, Mississippi, and New Mexico. District-wide implementations include Broward County Public Schools, Florida; Providence Public Schools, Rhode Island; Austin Independent School District, Texas; Buffalo Public Schools, New York; Geary County, Kansas; and Pawtucket School District, Rhode Island.

As evidence of its effectiveness in Pawtucket School District in Rhode Island, the district's students experienced marked improvement and measureable results. As teacher knowledge increased, the district was able to see the impact of this knowledge on students as measured by their *DIBELS* scores. Kimberley McCaughey, District Literacy Coordinator of PSD states, "We attribute this [student] growth to the increased teacher knowledge they received when they partook in [*LETRS*]." At the end of the 2009–2010 school year, 86% of the district population met the kindergarten benchmark in Phoneme Segmenting Fluency (PSF), a *DIBELS* measure that is an indicator of appropriate phonemic awareness skills. In their years prior to *LETRS* training, they scored around 66%.

*Research Foundations*
Please note that our professional development is based upon years of literacy study in what works for students. *LETRS* builds deep and broad understanding of all skills that contribute to fluent, competent reading: phonological processing; phonics and word recognition; fluency; vocabulary and background knowledge; text comprehension; oral language; and writing. The disciplinary knowledge base of *LETRS* is explained in detail in Snow, Griffin, and Burns' (2005) *Knowledge to Support the Teaching of Reading*, a book to which Louisa C. Moats contributed, and other documents, including "Teaching Reading IS Rocket Science" (Moats, 1999) and "The Missing Foundation in Teacher Education" (Moats, 1995). The content and teaching methods of *LETRS* have been developed by Moats over many years, with input from participants, trainers, and independent reviewers. The content evolved first in graduate courses on reading, beginning with Moats' extension courses at Harvard University. Methods for teaching practicing

teachers were then adapted and developed during the *National Institute of Child Health and Human Development (NICHD) Early Interventions Project* (Foorman & Moats, 2004; Moats & Foorman, 2003; Moats & Foorman, 2008), where, over four years, teachers in high-poverty, low-performing schools brought their students up to the national average in reading between kindergarten and fourth grade through intensive professional development that was later published as *LETRS*.

Two of Voyager Sopris Learning's *Small Business Innovation Research (SBIR)* grants from the *NICHD* show that *LETRS* is effective in building teachers' understanding of language structure, individual differences, and research-based reading practices—concepts that are often treated insufficiently in teacher preparation (Bos, Mather, Dickson, Podhajski, & Chard, 2001; Cunningham, Perry, Stanovich, & Stanovich, 2004; Walsh, Glaser, & Dunne-Wilcox, 2006).

When *LETRS* training is followed by ongoing coaching and teamwork throughout the year in a context of leadership and support, teachers will apply what they have learned, and student achievement will improve (Moats, 2007; Moats, McCabe, Lavington, McGoldrick, & Willis, 2008).

The concepts and practices in *LETRS* are not learned with "once over lightly" courses or workshops (Spear-Swerling & Brucker, 2003, 2004), and do require the type of explicit, coherent, and cumulative learning that *LETRS* exemplifies. When teachers participate in sufficient training on reading development, language structure, individual differences, and effective teaching procedures, and are helped to apply what they learn during the year, weaker students in grades K–5 improve significantly in all areas (McCutchen et al., 2002a; McCutchen, Harry, Cunningham, Cox, Sidman, & Covill, 2002b; McCutchen, Green, Abbott, & Sanders, in press).

Integrating the implementation of innovative, research-supported practices into the classroom requires that teachers understand the knowledge base for their discipline, work in facilitative environments, implement the teaching practices with fidelity, and receive opportunities to collaborate with colleagues (Crawford & Torgesen, 2006).

If these conditions are not present, or are not carried out consistently over enough time, teachers may increase their knowledge without changing their instructional practices (National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, 2008; Roehrig, Duggar, Moats, Glover, & Mincey, in press). We strongly recommend that *LETRS* be part of a coherent, multifaceted plan that includes all conditions necessary for change.

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

☒ No, but see above.

☐ Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

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12. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.)  If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

Face-to-Face Professional Development

__3__ Days

__6__ Hours per day

_<1_ Months to complete

This time commitment is for the initial professional development days only. The additional follow-up coaching, further explained in the pricing section, will take place at each site throughout the school year.

Online Professional Development (whether interactive or not)

_N/A_ Total Hours

_N/A_ Minimum time for each segment/lesson

Combination
_N/A_ Days of Face-to-Face Professional Development
_N/A_ Hours per day of Face-to-Face Professional Development

_N/A_ Total Hours Online Professional Development
_N/A_ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

The *LETRS for Early Childhood Educators* professional development course is 18 hours in length, conducted in three six-hour sessions. We also require that participants of the training receive job-embedded coaching conducted by our consultants throughout the school year, but this occurs in their classrooms and does not require additional time outside of the school day.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

The *LETRS Early Childhood* program includes theoretical and research bases for teaching students how to read, write, and use language in academic settings, as well as many activities and techniques for successful instruction. *LETRS Early Childhood* addresses fundamental topics in literacy, including the process of learning to read and write; the cognitive skills of good and poor readers; the subtypes of reading difficulty; the structure of the English language; the components of effective instruction; and the instructional practices best supported by research.

*LETRS* fosters deep and research-driven understandings that underpin flexible decision-making during teaching of language, reading, and writing for all students, regardless of language proficiency or reading level. Equipped with these understandings, teachers are able to individualize instruction, assemble and teach small groups according to student needs, adapt instruction for English language learners, and evaluate progress.

*LETRS Early Childhood* professional development lays the groundwork for teachers, schools, and administrators to make and sustain changes in reading instruction that are most consistent with practices validated by research. With multilayered support and guidance, teachers can 1) reduce the incidences of reading failure from the start, 2) accelerate growth in children who are prepared for foundational skills of the Standards of Learning (SOLs), and 3) gain confidence in teachers' ability to deliver effective instruction using the programs provided to them.

Designed specifically for early childhood educators, *LETRS Early Childhood* prepares educators to provide instruction proven to build a strong foundation in early literacy skills. *LETRS Early Childhood* has three primary goals:

1. Focus on definitions and concepts related to early literacy and language, the process involved, and the developmental sequence by which these skills develop;
2. Expand strategies used to design and implement rich learning activities that are engaging, effective, evidence based, and developmentally appropriate; and
3. Describe and discuss assessment procedures to make the best use of data in teaching our youngest learners.

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## August 20, 2015:

Hello, Marie-

If the state (or districts) can provide us with sign-in sheets from the trainings with names, we will be happy to provide the certificates that include the participant's name, title of the course, and the number of hours. We can also provide the state or districts with a template of our certificate if that is preferable.

Please let me know if you know if you have any additional questions.

Thank you,

**KERI STAFFORD-SCHWARTZ**
*Proposal Development Manager*
Voyager Sopris Learning

**O:** 800-547-6747 ext 144
**F:** 888-819-7767

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**From:** Williams, Marie (DOE) [mailto:Marie.Williams@doe.virginia.gov]
**Sent:** Thursday, August 20, 2015 11:44 AM
**To:** Keri Stafford-Schwartz <Keri.Stafford-Schwartz@cambiumlearning.com>
**Subject:** RE: doe-pdo-2015-11

One more question:

Will you provide a certification of completion that includes the participant's name, title of the PDO, and the number of PD hours completed for each PDO participant?

## July 13, 2015:

Hello, Marie-

Thank you so much for your time and assistance this afternoon regarding Voyager Sopris Learning's revised submission. I've attached the electronic version of our original proposal (with pricing), and we have shipped our complete hard copies and flash drives via FedEx. We are submitting complete versions of our revised proposals, rather than only sending replacement pages/sections. Those should all arrive tomorrow.

To confirm- we have made the following revisions:
1. Page 4: Signed acknowledgement of Addendum 1
2. Page 6: Removal of Exception to Terms and Conditions
3. Page 6: Addition of certified statement regarding felonies and offenses.
4. Pages 15-38: Revised template for Professional Development Offering (Attachment D)
5. Pages 39-40: Revised Pricing Schedule (Attachment E)

June 29, 2015

ADDENDUM NO.1 TO ALL OFFERORS

| | |
|---|---|
| Reference – Request for Proposal: | RFP #DOE-PDO-2015-11 |
| Commodity Code: | 92416 and 92441 |
| Dated: | June 10, 2015 |
| For Delivery To: | Department of Education |
| Offer Due: | Until 2:00 PM, July 10, 2015 |
| Pre-proposal Conference: | 11:00 a.m., June 23, 2015 |

The above is hereby changed to read:
1. Reference Section II. BACKGROUND, Page 5, Table I, Total # New Classrooms Years 1-4 for Henrico: change "10" to "53."
2. Reference Section IV. STATEMENT OF NEEDS, page 9, D: change text to "The contractor must certify that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agree to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
3. Reference Section V. B. SPECIFIC PROPOSAL INSTRUCTIONS #2: add "iv. Certification that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agreement to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
4. Reference Attachment D and references to Attachment D on page 12 and 24: Replace original Attachment D with "Attachment D – Revised Response Template for Professional Development Offering."
5. Reference Attachment E and references to Attachment E on page 12 and 24: Replace original Attachment E with "Attachment E – Revised Pricing Schedule."

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Marie Williams, VCO
Director of TCP, Procurement, & FA
804-225-2040

Voyager Sopris Learning, Inc.
Name of Firm

_Signature_ /Title    Dir. Bids & Contracts

7/10/15
Date

**Confirmation and Acceptance of T&C:**

Voyager Sopris Learning, Inc. agrees to all Terms and Conditions in Section IX and the Special Terms and Conditions in Section X of this RFP.

**Felony and Offense Certification**

Voyager Sopris Learning, Inc. certifies that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and we agree to provide such certification on a form required by the local school division, if requested.

_____      Dir. Bids and      7/13/15
Signature                    Title  Contracts     Date